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ABSTRACT

The 2-part student workbook for mainstreamed learning and mentally disabled high school students contains 12 units intended to provide supplementary instruction in the Contemporary Parenting Choices Curriculum in the home economics class. This unit, the first in the Relationships part of the workbook, focuses on self-understanding with individual lessons on personal characteristics, personal aspirations, feeling good about oneself, values, sex roles, the influence of others, and decision making. Each lesson typically provides lesson objectives, definitions of key vocabulary terms, workbook activities, a brief discussion of the topic, and a review activity. The material is intended to be used with the special Teachers Guide and the other components of the Contemporary Parenting Choices Curriculum. (DB)

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ED277177

Parent Education Workbook for Mainstreamed Students

PART I / RELATIONSHIPS

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contemporary parenting choices lessons

UNIT 1

understanding yourself

EC 191 382

CONTENTS

A-1 Who Am I?

Part 1 Personal Characteristics 1-1

Part 2 How I Would Like to Be 1-5

Part 3 How Can I Feel Good About Myself? 1-10

A-2 Why Am I This Way?

Part 1 Values 1-14

Part 2 Sex Roles 1-19

Part 3 Influence of Others 1-23

A-3 How Do My Decisions Affect the Way I Am? 1-26

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International Standard Book Number 0-8138-2500-8

Lesson 1

WHO AM I?

Part 1 Personal Characteristics

This lesson will help you to:

1. Describe yourself.

DO YOU KNOW THESE WORDS?

---

personality - who you are, have been and will be
physical characteristics - how you look
self-concept - the way you see yourself as a person

****

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

personality _____

_____

physical characteristics _____

_____

self-concept _____

_____

****

WHAT KIND OF PERSON ARE YOU?

One of the biggest jobs you have as a teenager is to grow up to be an adult. You will have help from lots of people. Things that happen to you will help you grow and change. Sometimes it seems like you are changing so fast you don't know yourself anymore. Growing up will be easier if you know who you are and why you are that way and like the way you are.

You are a mixture of many different kinds of characteristics. These characteristics make you the way you are. You have your own ideas about what kind of person you think you are. Your ideas about yourself are called your self-concept. Your self-concept is the way you see yourself as a person.

Your physical characteristics are things about you that other people can see. Some examples of physical characteristics are eye color, hair color, height and sex. You may like some of your physical characteristics but wish others were different.

****

ACTIVITY

List three things you like about the way you look.

1. _____

2. _____

3. _____

****

You may have other physical characteristics you don't like. For example, you might think your nose is too big or you're too fat or too thin. Almost all people have something they don't like about the way they look.

Some of your physical characteristics change as you get older. You will get taller and heavier as you grow up. Other characteristics don't change, like the color of your eyes or the shape of your nose. You will feel better about yourself if you accept the things you can't change. You can try to change the things that can be changed.

****

ACTIVITY

What is one thing you don't like about the way you look that you could change? Write it here.

_____

How could you change it? Tell how you could change it.

_____

_____

_____

****

Your personality can't be seen but it is an important part of you. It affects the way you think and the way you act. Your personality includes your habits, your feelings, and your moods. It also includes the way you feel about other people.

Some things about your personality change as you get older. You may have different feelings. You may think about things in a different way. These changes are part of growing up.

****

ACTIVITY

Read each pair of words. Choose the word or words from each pair that describes you best. Write it on the blank beside each pair of words.

1.	active	quiet	_____
2.	mean	kind	_____
3.	interesting	dull	_____
4.	shy	out-going	_____
5.	calm	nervous	_____
6.	leader	follower	_____
7.	often alone	part of the group	_____

****

The words you chose help to describe your personality. They help tell what kind of person you are.

KEY IDEA

YOUR PHYSICAL CHARACTERISTICS AND PERSONALITY HELP TO DESCRIBE THE KIND OF PERSON YOU ARE.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. Physical characteristics include body size, hair color and sex.
T F 2. Your personality includes your parents and peers.
T F 3. Physical characteristics include body size, hair color and personality.
T F 4. Your personality includes your feelings and habits.

****

Lesson 1

WHO AM I?

Part 2 How I Would Like to Be

This part will help you to:

1. Identify things you can do, things you can't do and things you can learn to do.

DO YOU KNOW THESE WORDS?

---

goals - something you want to do now and in the future
realistic - accepting things the way they are

****

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

goals _____

_____

realistic _____

_____

****

WHAT DO YOU WISH YOU WERE LIKE?

When you were little you may have liked to have someone read to you. You may have liked to hear fairy tales like "Sleeping Beauty," the story

of a beautiful princess. You may have liked "Jack and the Beanstalk," the story of a little boy who climbed a giant beanstalk. The stories usually ended with the words, "And they lived happily ever after."

Now you read stories about Brooke Shields, Kristy McNichol or Scott Baio. You see Nadia Comeneci, Reggie Jackson and Burt Reynolds on TV. Their lives seem so exciting. They are so handsome or beautiful and talented. They seem to be perfect and to be living fairy tale lives.

Most of us spend some of our time daydreaming. We daydream about how we would like to be. We may wish we looked or acted differently. We may wish we had a perfect job. We may wish we had lots of money so we could buy anything we wanted.

Some of our daydreams can help us set goals for our future. Daydreams may give us ideas about things we would like to do when we get older.

****

ACTIVITY

What kind of daydreams do you have? How do you wish you looked? What do you wish your life was like? List three things you daydream about in the space below.

1. _____

2. _____

3. _____

****

WHAT THINGS CAN YOU DO?

Some of our daydreams can come true. Others are not possible. It is important for us to know what we can do. We need to know that we probably cannot do everything we wish we could. We need to be realistic. We need

to know and accept what we are. We need to know what we can do and what we can learn to do.

****

ACTIVITY

Read this list of activities. Put a check beside the things you can do.

_____ whistle
_____ drive a car
_____ play a sport
_____ sing
_____ make your bed
_____ play a musical instrument
_____ cook something
_____ type
_____ draw a picture

Look at the activities you did not check. Which ones would you like to be able to do? Circle the ones you would like to be able to do.

****

WHAT CAN YOU LEARN TO DO?

No one's life is like a fairy tale. All people have things they can and can't do. All people have things that they can learn to do and can't learn to do. Just wishing you could be or do something isn't enough. You need to try new things. You need skills and abilities to do some things.

With practice, everyone can learn to do something new. Everyone can learn to make new friends, cook or play a game. Other things take special talents or skills, like singing or painting. You may not be able to learn to do them.

****

ACTIVITY

What would you like to learn to do? List three things you would like to learn to do.

1. _____

2. _____

3. _____

Tell how you could learn to do these things.

1. _____

2. _____

3. _____

****

KEY IDEAS

EVERYONE HAS THINGS THEY CAN DO AND CAN LEARN TO DO.

PEOPLE NEED TO BE REALISTIC ABOUT THINGS THEY CAN'T DO.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. People can learn to do new things by daydreaming.

T F 2. Knowing and accepting what you can and cannot do is being selfish.

T F 3. People can learn to do new things by practicing.

T F 4. Knowing and accepting what you can and cannot do is being realistic.

****

Lesson 1

WHO AM I?

Part 3 How Can I Feel Good About Myself?

This part will help you to:

1. Explain how others affect your feelings about yourself.
2. Explain how your feelings about yourself help make you the way you are.
3. List ways you can feel good about yourself.

DO YOU KNOW THIS WORD?

self-esteem - how you feel about yourself

****

ACTIVITY

Use the word above in a sentence. Write your sentence on the lines below.

self-esteem _____

_____

****

WHERE DO YOUR FEELINGS ABOUT YOURSELF COME FROM?

Your self-esteem is how you feel about yourself. It means how much you like or dislike the way you are. Your feelings about yourself grow and change as you get older. They are affected by the way people around you act toward you.

The people who are important in your life help shape your feelings about yourself. Your parents, other relatives and teachers shape your feelings of self-esteem when you are young. As you grow older, your friends affect your feelings of self-esteem. People you work with can also affect these feelings.

HOW DO OTHERS AFFECT YOUR FEELINGS OF SELF-ESTEEM?

Many times the way you feel about yourself depends on what you think others feel about you. For example, you feel good about yourself if someone says you look nice. You feel good if someone says you did a good job on a project or assignment. When you feel good about yourself it shows. You will act happy and self-confident. You will be glad to be around other people.

You might feel that everyone is staring at you if you don't feel good in the clothes you are wearing. You might feel like this if a big pimple pops out on your chin. If you miss a question in class, you may feel that everyone thinks you are dumb. If someone says something bad about you, you might think there is more bad than good in you. Then you won't feel good about yourself.

If you think others like the way you look and act you may have good feelings about yourself. If you think people don't like the way you look or act, you might not feel good about yourself.

****

ACTIVITY

How have people affected the way you feel about yourself? List three things other people have said or done to make you feel good about yourself. Tell who said or did each thing.

What they said or did	Who said or did it
1. _____	_____
2. _____	_____
3. _____	_____

****

HOW DO YOUR FEELINGS ABOUT YOURSELF AFFECT THE WAY YOU ARE?

You may think that the way you feel about yourself is not important. Your self-esteem has a big effect on your life. Your personality and the way you act show how you feel about yourself. Your self-esteem affects the way you get along with others. If you feel good about yourself, you will probably feel good about others.

****

ACTIVITY

List three reasons you feel good about yourself.

1. _____

2. _____

3. _____

****

Your feelings about yourself affect every part of your life. That is why it is important that your feelings about yourself are good feelings. If your feelings about yourself are not good, you can work to change them. It will take some time to change them, but you can do it. Here are some ways you can change your feelings about yourself.

---

*Know and like yourself.
*Be realistic about what you can and can't do.
*Listen to others.
*Try to understand how others feel.
*Find something you can do and work hard to be good at it.

KEY IDEAS

YOUR FEELINGS ABOUT YOURSELF ARE AFFECTED BY THE WAYS PEOPLE AROUND YOU ACT TOWARD YOU.

PEOPLE WHO FEEL GOOD ABOUT THEMSELVES USUALLY FEEL GOOD ABOUT OTHERS.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. People who feel good about themselves usually wish others would leave them alone.
T F 2. The ways people act toward you affect your self-esteem.
T F 3. People who feel good about themselves usually feel good about others.
T F 4. The ways people act toward you affect your physical characteristics.

****

Lesson 2

WHY AM I THIS WAY?

Part 1 Values

This part will help you to:

1. Define value.
2. Explain where values come from.
3. Explain how your values affect the kind of person you are.

DO YOU KNOW THIS WORD?

---

values - ideas that are important to you

****

ACTIVITY

Use the word above in a sentence. Write your sentence on the lines below.

values _____

_____

****

WHAT ARE VALUES?

"Value" means the worth or importance of something. You have probably heard someone say, "How much is that worth to you?" or "What is the value of your car?" Value is often used when people talk about money or prices. The word "value" means more than just money. Values are ideas or beliefs that are important to you. Some examples are love, friendship, education

or religion. Other values are neatness, success or kindness. There are many different values. Different values or ideas are important to different people.

****

ACTIVITY

What values are important to you? Check the 5 values that are the most important to you?

_____ love	_____ kindness
_____ friendship	_____ family
_____ education	_____ money
_____ religion	_____ happiness
_____ neatness	_____ career
_____ personal appearance	_____ success

****

The ideas that you checked help to show the things that you value. These are the things that are important to you. The things you value affect the way you are. They affect the way you act and the decisions you make.

WHERE DO VALUES COME FROM?

Many of the values that are important to you may be values you learned at home. The ideas that are important to your family may be the ones that are important to you. Your family's values may be important to you all your life. You also can learn about values from your church. Things you learn at church can help you develop your own values.

As a teenager you will develop some values of your own. They may be different from those of your family. Your peers and other people may help you develop new values. Few people have exactly the same values.

WHY ARE VALUES IMPORTANT?

---

*Values help you decide how to act.
*Values help you make choices.
*Values help you to know right from wrong.
*Values help you plan for your future.

Values play an important part in making you the way you are. Many of your actions and decisions are based on your values. Sometimes actions based on values are easy to see. For example, a person who spends a lot of money on clothing probably values personal appearance. People who work hard to get something they want value success. People who value friendship will enjoy being with their friends. They will try to help their friends when they have problems. People who value money may try to earn a lot of money. They may save a lot of the money they earn.

It is harder to see which values help us make decisions. There is usually more than one value involved in each decision. People often need to think about more than one value before they make a choice.

****

ACTIVITY

Read about Kevin and Jennifer.

Kevin had always wanted to go to trade school to learn to be an auto mechanic. He was shy around people he didn't know, but he loved working on cars. He had worked part time at Don's Garage since he was fourteen to earn money to go to school. He hoped to own his own garage someday.

When he was a junior in high school he started dating Jennifer. By the second semester of his senior year he was sure he loved her. She said she loved him too. She started talking about getting married right after high school graduation. She wanted to start a family and keep house for Kevin. Jennifer knew she and Kevin would be very happy.

Kevin wanted to wait to marry until after he finished trade school. He did not want to start a family until he owned his garage. He wanted to be able to earn a good living to support his family. Jennifer said, "I don't want to wait that long. You can get a job selling insurance for my dad. You can make more money doing that than working in a garage. Besides, I don't like your greasy fingernails. We can use the money you've saved for school to buy a little house. We will be so happy."

Answer these questions about the case study:

1. What values do you think are most important to Kevin? Check the values you think are important to Kevin.

_____ love	_____ success	_____ personal appearance
_____ education	_____ career	_____ family
_____ money	_____ happiness	

2. What values do you think are most important to Jennifer? Check the values you think are important to Jennifer.

_____ love	_____ success	_____ personal appearance
_____ education	_____ career	_____ family
_____ money	_____ happiness	

3. What do you think Kevin will decide to do? Which values helped him to make this decision?

_____

_____

****

KEY IDEAS

VALUES ARE IDEAS THAT ARE IMPORTANT TO YOU.

VALUES COME FROM YOUR FAMILY, CHURCH, PEERS AND YOUR EXPERIENCES.

YOUR VALUES HELP YOU MAKE DECISIONS AND DECIDE HOW TO ACT.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. The first people who affect your values are your peers.
T F 2. Your values are prices of things you buy.
T F 3. A person who decides to spend a lot of money on records probably values music.
T F 4. The first people who affect your values are your family members.
T F 5. Your values are ideas that are important to you.
T F 6. A person who decides to spend a lot of money on records probably values art.

****

Lesson 2

WHY AM I THIS WAY?

Part 2 Sex Roles

This part will help you to:

1. Define sex role.
2. Explain how sex roles are learned.
3. Explain how your sex role influences the way you are.

DO YOU KNOW THESE WORDS?

---

sex role - the way you act because you are a boy or a girl

****

ACTIVITY

Use the word above in a sentence. Write your sentence on the lines below.

sex role _____

_____

****

WHAT ARE SEX ROLES?

The first question many people ask when a baby is born is, "Is it a boy or a girl?" Your sex plays an important part in making you the way you are. The way you act because you are a girl or a boy is called your sex role.

WHERE DO WE LEARN SEX ROLES?

One way we learn is from the way our parents and other people treat us. They may expect us to act in certain ways. Another way we learn sex roles is to copy the actions of our parents or adults whom we admire. TV and ads help teach us sex roles by showing ways men and women act. Our peers give us ideas about how we should act as boys or girls.

Today sex roles are changing. In the past, men and women were expected to act in certain ways. Men were expected to work outside the home. Women were expected to stay home and care for their families. Sex roles are no longer as clear cut. Both men and women can choose the way they want to act and the jobs they want to do. Both sexes may wear the same kind of clothing, such as blue jeans and T-shirts. Many members of each sex have their hair cut alike. Sports are open to both boys and girls.

There are new roles for both men and women. Now both men and women can work outside the home. Both men and women may choose jobs like truck driver, secretary, teacher or doctor. Men and women can choose to do any job they like. Some men and women choose to stay home full time and care for their families.

Men and women are not the same, but they are equal. They each should get to choose how they want to act and what they want to do in life. They each can do what needs to be done and what makes them happy. A person's sex should not keep him or her from doing what he or she wants to do.

****

ACTIVITY

What jobs can men and women do? Put a check under the word or words that tell who you think can do each of these jobs?

JOB	ONLY MEN	ONLY WOMEN	BOTH
auto mechanic	____	____	____
dishwasher	____	____	____
secretary	____	____	____
babysitter	____	____	____
dentist	____	____	____
bus driver	____	____	____
teacher	____	____	____

Why did you check them the way you did?

_____

_____

_____

_____

****

KEY IDEAS

THE WAY YOU ACT BECAUSE YOU ARE A BOY OR GIRL IS CALLED A SEX ROLE.

SEX ROLES CAN BE LEARNED FROM PARENTS, ADULTS, TV AND PEERS.

SEX ROLES ARE CHANGING.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. Sex roles can be learned from parents.
T F 2. Today sex roles are clear cut.
T F 3. The way you act because you are a boy or a girl is your sex image.
T F 4. Sex roles can be learned from pets.
T F 5. Today sex roles are changing.
T F 6. The way you act because you are a boy or a girl is your sex role.

****

Lesson 2

WHY AM I THIS WAY?

Part 3 Influence of Others

This part will help you to:

1. List people who have helped make you the way you are.
2. List ways others can help make you the way you are.

DO YOU KNOW THESE WORDS?

---

influence - someone or something that affects you
peers - people your own age

****

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

influence _____

_____

peers _____

_____

****

WHO HAS HELPED MAKE YOU THE WAY YOU ARE?

Many people have helped you to grow and change since you were born. Some of these people are part of your family. Others are not in your family.

You have known some of these people all your life. Others you may have just met.

When you were younger, your parents, relatives and teachers probably had the most effect on you. They set rules for you to follow. They showed or told you how to act. They helped you to make choices. They helped you decide what things or ideas were important to you. They helped you develop your feelings about yourself.

Other people might have helped make you the way you are today. Some of these people are your neighbors, your peers and people from your church. The way they acted or talked might have given you ideas about how you should act.

Now that you are older, your peers have a very important effect on you. Many young people want to be like their friends. Their friends may have new ideas about things. They may like different kinds of music. They may dress differently or enjoy different activities. When young people are with their friends, they may not act the same way they do at home.

****

ACTIVITY

Who has helped make you the way you are? List five people who have had an effect on you. Tell how they have helped make you the way you are? Write in the space below.

People who have helped make me the way I am	How they have helped me
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

****

As you grow up, it will be up to you to decide what you like and don't like. You will decide what kind of a person you will be. You will look at the ideas and examples other people have given you. Some ideas you will decide to keep. Others will be given up because they are not important to you. Other people will have helped you to become the way you are. In the end it is you who will decide who you are and what you want to be.

KEY IDEAS

YOUR FAMILY, TEACHERS, NEIGHBORS AND PEERS HAVE HELPED MAKE YOU THE WAY YOU ARE.

PEOPLE HAVE HELPED MAKE YOU THE WAY YOU ARE BY MAKING RULES, SETTING EXAMPLES AND HELPING YOU MAKE CHOICES.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. People who helped most in making you the way you are were doctors, lawyers and dentists.

T F 2. When people's parents tell them to do their homework before they can watch TV, the parents have made a rule.

T F 3. People who helped most in making you the way you are were parents, teachers and peers.

T F 4. When people's parents tell them to do their homework before they can watch TV, the parents have set an example.

****

Lesson 3

HOW DO MY DECISIONS AFFECT THE WAY I AM?

This lesson will help you to:

1. List the steps of the decision making process.
2. Tell when you need to use the decision making process.
3. Use the decision making process in making decisions.
4. Accept the responsibility for the decisions you make.

DO YOU KNOW THESE WORDS?

---

alternatives - possible choices
decision - a choice
decision making process - a way to make a choice
habit - something you do over and over
responsibility - something people must do

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

alternatives _____

_____

decision _____

_____

decision making process _____

_____

habit _____

_____

responsibility _____

_____

****

WHAT IS THE DECISION MAKING PROCESS?

A decision is a choice you make. Decision making is a part of living. Almost everything you do or do not do involves making a decision.

You make decisions about what to eat or what TV show to watch. The decisions you make help to make you the kind of person you are. The older you get, the more decisions you will need to make. Some big decisions will affect the rest of your life. It is important to learn to make good decisions.

Making a decision involves several steps. Follow the steps of the decision making process carefully. By doing this, you can learn to make better decisions.

Step 1: Identify the Problem

You must see that there is a problem before you can do anything about it. Once you identify the problem, you must decide if it is important enough to try to solve it. Solving a problem means making a decision about it. If the problem needs solving it is time to move on to the next step. Let's look at Eddie's problem.

Eddie has an after school job. He needs a way to get to work. His mom can take him sometimes. He can ride with his neighbor sometimes. Eddie needs a way to get to his job every day. That is his problem.

Step 2: List the Possible Choices

In this step, you need to think of all the ways you might solve the problem. You need to look at all the choices or alternatives you have. Sometimes you already have an idea of what you want to do. It is hard to think of other choices. To make the best decision it is important to think of all the possible choices. What are Eddie's possible choices?

He can ride with his mother.
He can ride with his neighbor.
He can take a taxi.
He can buy a car.
He can buy a moped.
He can ride his bike.
He can walk.

Step 3: Make a Choice

There are different ways to make the best choice. Some people never can seem to make up their minds. Other people make very quick decisions. Most people work out a way of making the choice that is best for them.

There are three main ways one can decide among the choices.

---

*Rule out one or more choices right away.
*Think carefully about each choice.
*List all of the choices in order from best to worst.

If a choice does not seem practical, stop thinking about it. Rule out choices you are sure would not work. Think about all the good and bad things about each choice. This should help you see which choice would be best. Listing the choices helps you to think about each one. Then you can decide if it would be a good choice. Let's see how Eddie made a choice.

Eddie's mom and neighbor cannot take him to work every day. He ruled out those choices.

A taxi would cost about $5.00 a day. Eddie decided the cost was too much. He ruled out that choice.

Eddie is only 15. He cannot drive a car until he is 16. He ruled out the choice of buying a car.

A moped is not too expensive. He could get a moped license since he is 15. A moped is cheap to run. A moped could get Eddie to work quickly.

Eddie has a bike. He could get exercise riding to work. Riding a bike to work would take longer than riding a moped.

Eddie did not have time to walk to work. It was too far. He ruled out that choice.

Eddie decided to buy a moped. It would be faster than a bike. Eddie could get home before dark on a moped but not on his bike.

Step 4: Act on Your Choice

A choice cannot solve the problem unless it is put into action. What you do depends on the choice you have made. Now is the time to use your choice to solve the problem.

Eddie bought a moped. He rides it to work every day.

Step 5: Look at the Results

After you have made the decision you need to look at the results. Ask yourself these questions:

---

*Was it a good decision?
*Would I make the same choice next time? Why or why not?
*Can I make a better decision next time?

Eddie was happy with his decision. He thought it was a good decision. He could get to work quickly every day on his moped. He did not spend too much money on it.

****

ACTIVITY

Read about Ellen.

Ellen is a high school senior. She would like to have a new dress for graduation. Her dad was laid off his job. The family did not have money to buy her a dress. Ellen was in a clothing class at school. Her neighbor down the street did sewing for people.

Help Ellen solve her problem. Use the decision making process. Go through each step. Make a decision that you think is best for Ellen.

Step 1: Identify Ellen's problem. _____

_____

Step 2: List Ellen's possible choices. _____

_____

Step 3: Select the best choice for Ellen. _____

_____

Step 4: Tell how Ellen can act on this choice. _____

_____

_____

Step 5: Look at the results. Tell how you think Ellen would feel about this choice. _____

_____

_____

****

WHAT KINDS OF DECISIONS DO YOU MAKE?

Some decisions can be made without as much careful thought as others. These choices are made by habit. The first time you had this choice you made a decision. Now every time you have the same choice you make the same decision. You make these choices by habit.

For example, you might always drink the same kind of pop. You might always make your bed as soon as you get up in the morning. You do not have to decide to do it. You have already made a decision to do it. The decisions you make by habit usually do not have a big effect on your future.

****

ACTIVITY

What are some examples of decisions you made by habit today? List them here.

1. _____

2. _____

****

Other choices have an important effect on your life or future. Some of these are your choices about school, a job and whether or not to marry. When you make a choice that can affect your future, you should give it careful thought. The decision making process can help you make these important choices.

Sometimes there are choices you cannot make alone. Now you might be living with your family. You and others in your family might share in making a choice about what TV show to watch. This choice is made by a group of people. Sometimes a group choice will be the same as your own choice. Sometimes a group decision will be different from a decision you might have made alone. People have to learn to accept group choices.

****

ACTIVITY

Which of these decisions can be made by habit? Put an H in front of the ones made by habit. Put a D in front of the ones where the decision making process should be used.

_____ buying a car
_____ what to have for breakfast
_____ buying a candy bar
_____ whether to drop out of school
_____ which jeans to wear to school
_____ whether to get married
_____ when to get a haircut

****

Part of decision making is taking responsibility for your choices. If you make a good choice, it is easy to live with. If things did not turn out well, it is harder to accept. You have to accept the responsibility for both the good and bad results of your choices.

You will need to make choices all your life. You will have more choices to make as you get older. Some of these choices will have a big effect on your future. The decision making process can help you to make these important choices. Follow it carefully.

KEY IDEAS

THE STEPS OF THE DECISION MAKING PROCESS ARE:

IDENTIFY THE PROBLEM
LIST THE POSSIBLE CHOICES
MAKE A CHOICE
ACT ON YOUR CHOICE
LOOK AT THE RESULTS.

YOU NEED TO USE THE DECISION MAKING PROCESS WHEN YOU MAKE DECISIONS THAT WILL AFFECT YOUR FUTURE.

YOU NEED TO ACCEPT THE RESULTS OF YOUR DECISIONS.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. You need to use the steps of the decision making process for every choice you make.

T F 2. The first step of the decision making process is to make a choice.

T F 3. The last step of the decision making process is to look at the results.

T F 4. To take responsibility for one's decisions means to forget the bad results.

T F 5. You need to use the steps of the decision making process for choices that will affect your future.

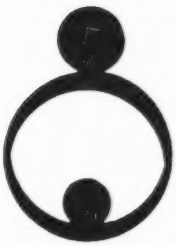
T F 6. The first step of the decision making process is to identify the problem.

T F 7. The last step of the decision making process is to make a choice.

T F 8. To take responsibility for one's decisions means to accept both good and bad results.

****

SEE YOUR TEACHER FOR THE UNIT TEST.



Parent Education Workbook for Mainstreamed Students

The fourth module in the Contemporary Parenting Choices Series from the Iowa State University Press, *Parent Education Workbook for Mainstreamed Students*, is designed to present parenthood education information to mentally and/or learning disabled students in high school home economics classes.

It contains 12 units, each in a work/text format that offers lessons and lesson objectives, vocabulary, appropriate reading materials, suggested evaluation items for use with each, and an annotated bibliography of supplementary materials.

They provide instruction in 12 major topic areas: self-awareness, relationships, sexuality, living situations, marriage, the decision to parent, pregnancy, growth and development of children, parenting skills, adolescence, the work world, and child care job skills.

A teachers manual explains the development of each of these major topic areas, details characteristics of mentally and learning disabled students, and provides methods and strategies for working with these students.

Parent Education Workbook for Mainstreamed Students was developed by members of the Iowa State University Department of Home Economics Education under the direction of Jerelyn Schultz and the auspices of the Iowa Department of Public Instruction.

THE DECISION TO PARENT: A TEACHING GUIDE, the first in a series of modules devoted to contemporary parenting, is directed toward teachers and counselors of teenagers to make them aware of the parenting choices available to them and to prevent unwanted pregnancies.

After completing the study outlined in this first module the student should be able to appraise the variety of responsibilities involved in being a parent and utilize the decision-making process in determining if and when to become a parent.

It implements Public Law #94-492 (1976) that requires the teaching of family living, parenting skills, and child development and guidance in vocational home economics programs.

It is edited by Jerelyn Schultz, assisted by Penny Ralston, Barbara Rougvie, and Margaret Jan Kelly, all of the Iowa State University Department of Home Economics Education. (1980. ISBN 0-8138-1595-9. Paper, comb binding.)

SEXUALITY AND THE ADOLESCENT: A TEACHING GUIDE, the second in the series, is designed for use by teachers, counselors, and others who work with adolescents in the area of sexuality education.

It focuses on the effect of adolescent growth and development on teenagers' self-concepts, the influence of interpersonal relationships within and outside the home on sexual attitudes and behavior during adolescence, and the stages of pregnancy and the decisions to be considered in each.

A broad, sensitive approach to sexuality education, this module addresses feelings, values, experiences, relationships, and how the individual views himself or herself as male or female. Additional topics include the traditional sexuality education concepts such as human physiology and birth control.

Editor Jerelyn Schultz was assisted by Penny Ralston, Barbara Rougvie, Margaret Torrie, and Jillian Boyd, all of the Iowa State University Department of Home Economics Education. (1981. ISBN 0-8138-1616-5. Paper, comb binding.)

PARENTING TODAY: A TEACHING GUIDE, the third module in a series on contemporary parenting, is designed to help teachers assist adolescent youth to become more knowledgeable about what is involved in parenting children.

Six major areas where skills are identified and emphasized are: (1) fostering children's maturation through knowledge of child growth and development; (2) providing an environment that encourages growth and development; (3) maintaining effective parent-child communication; (4) guiding the behavior of developing children; (5) showing parental love and affection to children; and (6) managing available human and material resources.

Parenting Today: A Teaching Guide was developed under the direction of Jerelyn Schultz, assisted by Margaret Torrie, Barbara Rougvie, Jillian Boyd, and Maxine Hammonds of the Iowa State University Department of Home Economics Education, with the cooperation of the Iowa State Department of Public Instruction. (1984. ISBN 0-8138-0358-6. Paper, comb binding.)

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